

BULLETIN WALTHAM, MASS. 1977 - 1978

BRANDERS UNIVERSITY
ED STUDIES IN
SOCIAL WELFARE
FLORENCE HELLER GRADUATE
SCHOOL FOR A

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THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE
Brandeis University
Waltham, MA 02154

ACADEMIC CALENDAR 1977-78

FALL TERM

Thursday & Friday	September 1, 2	Orientation & Registration
Monday	5	Labor Day - Holiday
Tuesday	6	First Day of Instruction
Tuesday	13	Rosh Hoshanah - no classes
Wednesday	14	Rosh Hoshanah - no classes
Thursday	22	Yom Kippur - no classes
Tuesday	27	Succot - no classes
Monday	October 3	Brandeis Tuesday
Tuesday	4	Shimini Atzeret - no classes
Monday	10	Columbus Day - regular class - Staff Holiday
Thursday & Friday	24, 25	Thanksgiving
Friday	December 16	Last Day of Instruction

SPRING TERM

Tuesday	January 31	First Day of Instruction
Monday	February 21	Washington's Birthday - classes Staff Holiday
Monday	March 27	No classes
Tuesday	March 28	Brandeis Monday
Thursday	April 20	Last Day of Instruction before spring vacation
Monday	May 1	Classes resume
Wednesday	10	Brandeis Friday and last class
Sunday	28	Commencement

SUMMER TERM

(Master's Program Only)

First Session

Monday	July 5	First Day of Instruction
Friday	July 14	Last Day of Instruction

Second Session

Monday	July 17	First Day of Instruction
Friday	August 25	Last Day of Instruction

(1 hour 20 minutes each class during the summer;
5 days each week; 30 days)

The Florence Heller Graduate School for Advanced Studies in Social Welfare was established by Brandeis University in 1959 with the help of an initial endowment from the late Mrs. Florence G. Heller of Chicago. It is housed in the Florence Heller Building complex which includes the Benjamin Brown Research Building. These buildings contain classrooms, faculty offices, student study rooms and research facilities. They are located next to the Goldfarb Library and ideally situated with reference to the various other resources of the University. Brandeis University admits students regardless of their race, color, national origin, sex, age or handicap to all its programs and activities. Inquiries concerning discrimination under Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 may be referred to the Affirmative Action Coordinator, Irving Enclave, Room 118, Brandeis University, or to the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare.

PH.D. PROGRAM

Purposes

Social welfare is viewed by the Heller School in broad terms as a developing field whose definitions and boundaries are evolving constantly in response to growing understanding of human needs. Social welfare today involves a wide range of interventions in the solution of social problems, cutting across a number of traditional fields and disciplines, such as social work, health, education, housing, employment, urban planning, public policy, administration, vocational and rehabilitation, and other human services fields.

The Heller School emphasizes social policy as the central, organizing concept in its Ph.D. program. The educational purpose of the program is to prepare students to apply knowledge and skills drawn from a number of disciplines to the following aspects of social policy:

1. The identification of social problems, based on an understanding of the social context out of which problems and interventions arise, including demographic, ideological, and institutional factors.

2. The development of strategies of intervention, using knowledge of the socio-political processes and rational-technical choices involved in policy formulation and adoption.

3. The planning and administration of social programs to implement particular social policies, including the organization of administrative structures, program development, and the management of interorganizational relationships.

4. The assessment and evaluation of policy and program outcomes and effectiveness, with emphasis on the distribution of costs and benefits among groups in the population and on the anticipated and unanticipated effects of policy choices.

Heller School graduates are expected to enter careers where they can engage in innovative activity contributing to the future development of knowledge and practice. Many graduates are teachers and administrators in schools or departments of social work, social policy, urban planning, social medicine, and related fields. Others are engaged in research careers or as planners and administrators in various human service activities, both public and voluntary.

In addition to its training program, the School conducts an active program of policy-oriented research related to its broad range of social welfare interests. Research projects are interdisciplinary in character and usually involve collaborative activity between faculty and advanced students. The general purposes of research projects are to increase understanding of social problems, to explore new and more effective ways of intervening in social problems, and to improve the methods of evaluating the impact of such intervention.

Members of the Heller School faculty engage, individually and collectively, in extensive consultation and service activities on behalf of both governmental and voluntary organizations, at local, state, regional, national, and international levels. They occupy prominent positions on governmental advisory commissions, task forces, and review panels. These outside activities, in addition to providing service to the community, frequently also serve as channels for student training in research and consultation.

Degree Offered

Doctor of Philosophy in Social Welfare

The Heller School offers a program of study leading to the Ph.D. degree. Generally, students are admitted from among applicants with a previous Master's level graduate degree. In exceptional cases, students without a Master's degree may be admitted where the student's background of education and experience indicate ability to succeed in the doctoral program. Minimum full-time residence requirements are one year for students

entering with a prior graduate degree and two years for others. The normal expectation, however, is for at least one additional year of full-time residence beyond these minimum requirements. For part-time students, the residence requirement is fulfilled when the necessary numbers of course have been completed to provide the equivalent of full-time residence.

Requirements

Students seeking a Ph.D. degree must fulfill the following requirements in addition to minimum residence as stated above:

1. Minimum numbers of semester courses: 12 for students entering with a Master's degree in a relevant area and 18 for students who do not have such a degree.
2. Completion of a substantive paper showing evidence of capacity for independent scholarship.
3. An oral or written examination on the field in which the substantive paper is written.
4. A foreign language examination.
5. Completion of an acceptable doctoral dissertation.

Students without previous experience are required, in addition, to complete an internship which will provide an opportunity to engage in some aspect of practice in the social welfare field.

Course of Study

The Heller School offers an individual program of study designed to meet the needs of each student in relation to previous education and experience, as well as future goals. Students consult with an adviser in developing their program and work with faculty committees in the development

of their substantive papers and dissertations.

The curriculum consists of the following elements:

- (a) Core courses and sequences that provide background in the conceptual frameworks and tools of analysis relevant to the development of social policy.
- (b) Courses in specialized areas where the School is conducting research and training programs.
- (c) Field projects and practica in specialized fields based on student-faculty collaboration.
- (d) Tutorials arranged on an individual basis.

A small number of courses is required of all students as follows:

1.00A and B	<u>The Social Context of Policy Issues</u>	- two semesters
4.01 and 4.02	<u>Research Methods and Statistics</u>	- two semesters
4.08	<u>Evaluative Research</u>	- one semester

Students who are able to demonstrate competence in the subjects covered by the required research courses may be exempted from those courses but not from the minimum number of courses as stated above.

Advisers have the responsibility of helping the students to select courses that will best serve their particular goals in the School. Students are expected to acquire competence in core areas of economic analysis, political processes, and sociological analysis as applied to social policy, policy analysis, social planning, and administration; and research and design methods.

Fields of Specialization

The School has organized curriculum sequences as well as research projects in a number of specialized fields. While many students select these areas, they are not necessarily limited to them. Individual programs of specialization may be developed in consultation with advisers.

Programs of specialization are supported in large part by training and research grants obtained from governmental and voluntary funding sources. Detailed information on the current status of such grants is issued periodically by the School.

Income Maintenance and Manpower Planning

A sequence of courses is offered covering the design of income maintenance programs and policies, labor economics and manpower planning, together with a seminar in related policy-oriented research. The major objective of the sequence is to prepare persons interested in the administration and evaluation of income maintenance programs.

Health Services

The program in health services focuses on the service needs of children and of working age and elderly adults who have conditions requiring care over an extended time. These individuals include the chronically ill, handicapped, mentally ill, alcoholic, and developmentally disabled.

The program first offers an introduction to the American health care system through two half-semester courses, Medical Care Delivery and Health Economics. It then analyzes the problems of those in need of long-term care and possible solutions through courses in Long-Term Care Policies and Planning and in the fields covered by the training programs in alcoholism, mental health, and developmental disability.

The strength of the program lies in its examination of long-term care problems from a variety of perspectives and in its generic approach to disability. Long-term care is perhaps the weakest portion of the American

health system. Comprehensive analysis of long-term care problems may suggest useful reforms in the health care system at large.

The research and policy development arm of the program in health services is the Levinson Policy Institute. The Institute is conducting research on alternatives to institutionalization, as well as other aspects of the delivery of services to those needing long-term care.

The Benjamin S. Hornstein Program in Jewish Communal Service

The Heller School participates in a program conducted by the Center of Contemporary Jewish Studies. Its purpose is to prepare students for careers in Jewish community services, particularly in positions of planning and research. Heller School students involved in such a program meet the regular requirements of the Ph.D. program as well as specialized courses in contemporary Jewish studies.

Applicants desiring to enroll in the Hornstein Program as Ph.D. degree candidates should follow the general admissions procedure of the Heller School as described below. Candidates must have a previous graduate degree and/or substantial work experience in some area relevant to the purposes of the Program.

Special areas of study are available in connection with specific training grants including:

Child Welfare Services

This is a special program concentrating on an analysis of the issues involved in services needed and available to assist children and families.

Mental Retardation and Developmental Disabilities Program

Since 1968, the Heller School has offered a doctoral research training program in mental retardation. The aim of this program is to train people for careers in mental retardation and other developmental disabilities that focus on social policy research, planning, and administration.

The training program offers a number of specialized, advanced courses in mental retardation and other developmental disabilities; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, and interuniversity resources with which the program and the Heller School have collaborative arrangements.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified individuals through the Heller School.

The Economics and Politics of Aging

Research, career training, and public service activities in this program are focused on such matters as: public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, intragovernmental, and other organizational relations that are critical for the development and implementation of programs for the aging; and evaluation and impact research on policies and programs that may affect the aging.

Career training is carried out in collaboration with Boston University through a Gerontology Consortium, with stipends and tuition scholarships available through the Heller School. Specialized courses in the economics of aging and in the politics and policy processes of aging are offered by the Brandeis program. Relevant courses in administration and in the social and psychological aspects of aging are available through Boston University. In addition, students are encouraged to draw upon complementary resources of the Heller School programs in health, mental health, and income maintenance and manpower.

Program in Public Policies and the Family

The Heller School offers a program of research and training concerned with public policies and American families. The program deals primarily with the effects that governmental programs in a wide range of policy areas have on the welfare, functioning, and structure of families.

The program provides for substantive research and methodological training in policy and program analysis from the perspective of the family and addresses these as major areas for study: the adjustment of policies to changes occurring in American families, living arrangements, and lifestyles; the differential impacts of policies on families of differing socioeconomic characteristics (income, race, stage in the life cycle, etc.); and the effects that public interventions have on the ways in which families distribute roles internally and perform tasks for their members and for other social systems.

A two-semester course on family life and social policies presents material from sociological, economic, and historic sources and from the perspective of family law in the United States. A seminar is devoted to conceptual and methodological problems.

Under a grant from the National Institute of Mental Health, stipends and scholarships are available.

Program in Ethnicity and Mental Health

This is a three-year program designed to introduce mental health personnel from a variety of disciplines to a new sub-area in the mental field: ethnicity and mental health. The sub-area entails taking subcultural factors into account in the provision of mental health services--in diagnosis, in individual and family therapy, in long-term care, and in crisis intervention. "Ethnicity" refers to the subcultural values, beliefs, practices, perceptions and group identities, not only of the "official" minorities (Blacks, Spanish-speaking, Native Americans and Asian-Americans) where differences are highly associated with race and color, but also to the mosaic of "white ethnics," where differences are associated with religion, national origin, pace of acculturation, neighborhood living patterns (segregated vs. dispersed), and bias or prejudice on the part of the dominant group. In the first year (Phase I) trainees will consist of all personnel participating in staff conferences and clinical activities in two Boston area community mental health centers with the Training Directors providing consultation for ethnic cases. In the second and third years a selected group of trainees under more intensive supervision will attend seminars and workshops (Phase II) designed to develop a corps of trainees and/or researchers for this new multi-ethnic approach.

Training in Community Mental Health or Mental Retardation

This program involves a field experience in research or information systems in mental health. Students work on projects jointly selected by the student, the School, and the Massachusetts Department of Mental Health.

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Through a reciprocal arrangement, Heller School students have access to courses in the Department of Urban Studies and Planning of the Massachusetts Institute of Technology, including a seminar on Urban Planning and Social Policy which is sponsored jointly by both Schools. Heller School students may also avail themselves of the graduate school consortium in which Brandeis University participates with Boston College, Boston University, and Tufts University. By special arrangements, Heller School students may also take courses in other universities in the Boston area.

The Heller School has official collaborative relationships with the Hebrew University in Israel. In addition, individual faculty members have ongoing working contacts with educational and research institutions in England, Israel, and a number of European countries. These contacts can be used on an individual basis to facilitate student research activity that has an international dimension.

With the approval of Advisers, students may credit two courses taken outside the Heller School to their minimum course requirements.

Admissions

Individuals wishing to be considered for admission should obtain formal applications from the Registrar, Florence Heller Graduate School for

Advanced Studies in Social Welfare, Brandeis University, Waltham, MA 02154. Applications should be completed and returned as early as possible, but in any case no later than February 1. Admissions decisions will be made no later than April 1. Admission is also offered to a limited number of part-time students. Applications for part-time admission are subject to the same procedures and schedule as applications for full-time students.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in social welfare or a related field.

The two major criteria used in considering applicants are:

- (1) academic competence to complete the work of the Heller School, and
- (2) compatability between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Graduate Record Examination or Miller Analogies Test scores must be submitted to the Admissions Office.

Financial Support: The amount of financial assistance that can be made available to students in the form of scholarships and fellowships depends primarily on the availability of government training grants. Limited scholarship assistance is available through University resources. Applicants desiring to be considered for scholarship or fellowship assistance are required to file a financial aid form. Awards of financial aid are not necessarily made when admissions are made.

Housing: Graduate housing is available on campus. Detailed information is available upon request.

MASTER'S PROGRAM

Purposes

There has been extensive growth in social welfare programs in recent years. Not only have government programs on all levels been expanding, but human services programs of nonprofit organizations and even of private corporations have grown also. Human services programs will account in Fiscal Year 1977 for over 40 percent of Federal expenditures. As recently as FY 1968, they accounted for less than 25 percent. This growth at the Federal level has been paralleled by expansion of social welfare programs at the state and local level. Outside of government the traditional voluntary or nonprofit social services agencies have expanded likewise.

The expansion in programs has produced a growing demand for managers of these programs. Human service organizations can become highly complex, requiring managers with several kinds of sophisticated skills. Growing numbers of people require the rigorous, high-quality training that can provide them with the appropriate blend of such management skills.

Degree Offered

Master's in Human Services Management

The Heller School offers a program leading to a Master's Degree in Human Services Management. Students applying to this program should have had work experience that includes exposure in such areas as planning, management, budgeting, or related activities. Some students may come with existing professional or academic degrees--MSW, LLB, MPH, or Ph.D.

Students are admitted with or without previous graduate degrees. Most students will complete the required work within a 12-month period, encompassing two standard academic semesters and two 6-week summer sessions. Part-time students will be expected to complete their work within three calendar years of their enrollment.

Requirements

To receive a Master's of Human Services Management Degree a student must:

1. Complete the equivalent of 12 semester courses, including 6 required courses:

- 2.50 Financial Management in Nonprofit Organizations
- 2.51 Management Control in a Nonprofit Organization
- 2.52 Problems in Public Management
- 2.53 Organizational Behavior
- 3.50 Decision Theory and the Economics of Information
- 5.50 Analysis of Trends in Human Service Delivery Systems

and 6 electives, 3 of which must come from a list of applied courses in the Human Services.

2. Complete a Laboratory Project.

Admissions

Individuals wishing to be considered for admission should obtain formal applications from the Registrar, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, MA. 02154. Applications should be completed and returned as early as possible, but in any case no later than December 31. Admissions decisions will be made no later than February 15. Admission will also be offered to a limited number of part-time students. Applications for part-time admission are subject to the same procedures and schedule as application for full time.

All applications are considered on a competitive basis. Preference in admissions is given to students who have had previous experience in human services or a related field. Persons interested in a middle-management career in human services in a government agency or a nonprofit organization are encouraged to apply.

The two major criteria used in considering applicants are:

- (1) academic competence to complete the work of Heller School, and
- (2) compatability between the applicant's expressed interests and career goals and the program of the School.

The applicant is responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate. Graduate Record Examination, Miller Analogies Test scores, or any other standard professional school examination scores, must be submitted to the Admissions Office.

Financial Support: The amount of financial assistance that can be made available to students in the form of scholarships and fellowships depends primarily on the availability of government training grants. Limited scholarship assistance is available through University resources. Applicants desiring to be considered for scholarship or fellowship assistance are required to file a financial form. Awards of financial aid are not necessarily made when admissions are made.

Housing: Graduate housing is available on campus. Detailed information is available upon request.

UNIVERSITY REGULATIONS

Parking Regulations

Any vehicle which is driven and parked on campus must be registered with the Department of Security and Safety and must be assigned a parking space. A complete set of parking and traffic regulations is available at the Department.

Dismissal from the University

The University reserves the right to dismiss or exclude at any time any students whose character, conduct, academic standing or financial indebtedness it regards as undesirable, through disciplinary procedures established in the Graduate School. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

TUITION AND FEES

Application Fee

A fee of \$25.00 is payable by all applicants for admission at the time the application for admission is submitted. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition:

Ph.D. Program

All full-time students will pay the regular tuition of \$4,315 per year. Part-time students must pay for courses at the rate of \$540 per course.

Masters Program

All full-time students will pay a tuition of \$5,100 for 12 months. Part-time students must pay at the rate of \$500 per course.

In view of the constantly increasing costs of education, students may expect one or more increases in tuition during their academic careers.

Post-Residence Fee

Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Heller School for a reduction of the post-residence fee to \$350. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his adviser approves of the program of study as being a full-time program and signs the program card; students in this category must be covered by health insurance.

Continuation Fee

\$20.00. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements.

Final Doctoral Fee

\$250.00. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication

of the doctoral dissertation, the publication of the abstract of the dissertation in "Dissertation Abstracts," copyright protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding of two copies of the dissertation, one for use in the University Library, and one Xerox-printed copy in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Diploma Fee

\$10.00. Payable by all students who are candidates for the Master's Degree in Human Services Management.

Student Health Plan

Registered students must be covered by some form of health insurance. Any students not already covered must participate in the University Health Insurance Plan. Services provided by the University Health Services are available at Stoneman Infirmary and the Mental Health Center upon payment of a \$50 fee. There is an optional family health insurance plan for married students which covers outside care only.

Upon payment of a \$50 fee, continuation students may avail themselves of services provided at Stoneman Infirmary and the Mental Health Center. Students in this category are also eligible to participate in the University Health Insurance Plan if they so desire.

Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the Dean of the Heller School for a partial refund of tuition in accordance with the following:

1. Tuition:

Withdrawal: Before the opening day of instruction: 100% of semester tuition.
On or before the second Friday following the opening day of instruction: 75% of semester tuition.
On or before the fifth Friday following the opening day of instruction: 50% of tuition.
After the fifth Friday following the opening day of instruction: no refund.

2. Scholarships: In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the semester scholarship as charged for tuition: 25% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and 100% thereafter. The balance of the scholarship will be cancelled.

All refunds are subject to review and final approval of the Controller and will be disbursed by him upon written request.

COURSE OFFERINGS
1977-78

Ph.D. PROGRAM

REQUIRED

- 1.00A The Social Context of Policy Issues
and
1.00B The purposes of this course are to explore those aspects of America's social and economic institutions, ideologies, and types of structures and processes which are most relevant to social policy development, implementation, and assessment; to explore the relation of various modes of social policy analysis to the American social structure; to introduce students to the major social welfare and social policy concerns of the Heller School.

The course will run for two semesters and will constitute a substantial claim on students' time and attention during their first year.

With permission of the
Instructor

Mr. Schulz
Mr. Warren

- 4.01 Research Methods and Statistics
and
4.02 The purpose of the course is to introduce students to basic concepts of research design and statistical techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), operate the key punch, and be able to organize, submit, and interpret computer runs. Work on the computer will be integrated with classroom lectures. Each student will be provided with data and staff are available to provide necessary technical assistance.

Mr. Kurtz

- 4.08 Evaluative Research
The role of evaluation in programs of directed social change and methodological strategies are appropriate to program evaluation. Primary methodological emphasis is on adaptation of experimental designs. Problems in establishment of the evaluation role, execution of research, and implementation of findings are discussed.

Faculty

OTHER

1. SOCIAL WELFARE

1.01** Social Welfare Programs in the United States

1.06** Income Maintenance Programs and Policies

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs. Law as an expression of social policy. Social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change. The law and social action--critical points of citizen intervention in the statutory, administrative, and judicial processes.

Mr. Schottland

1.30 Child Welfare and the Law (1/2 semester)

A half-term course on law and social policy relating to children. The course will examine the traditional legal status of children, the changing legal conceptions, parent-child relations, the child away from home, juvenile delinquency, and a variety of related children's problems.

Mr. Schottland

2. POLICY-PLANNING AND ADMINISTRATION

2.01 Introduction to Social Planning

The basic writings on planning and policy development and implementation will be discussed, with emphasis on rational-technical considerations, political influences, and organizational constraints. Planning will be considered as a process and as a set of professional tasks which vary in terms of setting and organizational purpose. Throughout, the stress will be on exposure to alternative views and approaches.

Mr. Perlman

2.02 Social Planning and Policy Development

Policy planning theory and methodology will be examined through a new framework for policy analysis. Selected cases of social planning at national and regional levels will be examined in historical and contemporary aspects. Planning theory and planning techniques will be critically analyzed in an attempt to identify how they alter the course of policy development and policy execution.

Illustrations to be considered include health insurance, the modernization of state and local government (the Human Resources Agency),

the drive to deinstitutionalization in mental health, the attempts to reconstruct new service delivery systems, housing and family policy.

Mr. Morris

2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Past policies which have failed will be compared with proposed alternatives. Examples will include: (1) urban housing; (2) efforts to rebuild the inner city, including urban renewal programs; (3) health policies and programs; and (4) development of social services--organization and financing.

With Permission of
Instructor

Mr. Morris
Mr. Frieden (MIT)

2.08 Social Theory and Social Policy

Social policies will be viewed from a holistic-evolutionary perspective as chains of choices concerning development of resources, organization of work and allocation of roles, and distribution of rights. The course will explore how needs in the context of scarcities give rise to emerging interests, to conflicts or creative cooperation in pursuing these interests, to value orientations and corresponding societal structures and consciousness, and to interpretations and rationalizations of social orders, of "reality", and of nature. These theoretical considerations will lead into a study of a conceptual model of social policies and of the force-field shaping their evolution. From this model, a general framework will be derived for analyzing existing and proposed social policies, and for generating alternative policies and comprehensive, alternative systems of social policies.

Mr. Gil

2.16 Models for Organizing Social Service Delivery Systems

A framework for developing service models in many fields will be reviewed. This will be applied to major current models used to re-structure social services delivery systems at the local level or front-end level. Theories underlying the models will be examined and limited cross-national comparisons will be initiated. Field studies, systematic evaluations and theoretical formulations will be drawn upon.

With Permission of
Instructor

Mr. Morris

2.20 Seminar on Policy/Family Interactions

A seminar devoted to policy analysis from the perspective of the family. Students will be expected to write and present for discussion a paper dealing with some aspect of family life.

Mr. Perlman
Mr. Warren

2.21A Family Life and Social Policies

and 2.21B An introduction to the historical role of the family, the changing structure and status of the family in modern America, and the evolution of relevant social policies relating to family life. There will be an examination of changing and current family forms and functions and macro policies that affect family well being.

Ms. Giele

3. SOCIAL SCIENCE

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. A selected number of problems such as mental health, drug addiction, crime are explored in depth.

Mr. Scott

3.14 Studies in Theory of Political Action

A holistic-evolutionary conception of social policies will be used as a basis for studies of political action theory aimed at fundamental social transformation. The following related topics will be explored: Modeling Social Systems: alternative social, economic, and political systems, designed to overcome prevailing social problems; Political Strategy: existing and alternative political action strategies for the transformation of the prevailing social order into specified alternative social orders; Political Action and Professional Practice: an exploration of ways of integrating an intentional political component into the practice of policy analysts, planners, administrators, educators, and other social change activists.

Mr. Gil

3.15** Taxation (1/2 semester)

**Not offered in 1977-78

3.17** Purposive Social Change

3.20** Planned Economies (1/2 semester)

3.21A Microeconomics (1/2 semester)

This course provides an introduction to basic tools of economic analysis that are used repeatedly in studying economic problems. The course is intended to provide the background essential for further study in economics, but in a way that allows a student to move as quickly as possible into particular subject areas.

The course will introduce basic tools and concepts, such as supply and demand, elasticity, shortage and surplus, and opportunity cost. It will be shown that these tools are useful in analyzing the behavior of markets and the inter-relationship between markets in a competitive economy. In addition, it will be shown that they can be useful tools of analysis in socialist economies.

Mr. Friedman

3.21B** Macroeconomics (1/2 semester)

3.22 Urban Economics

This course will consider factors affecting the location of economic activity among and within metropolitan areas, the economic development of urban areas, the fiscal problem of sub-national governments, the prospects for the development of black ghettos, and the prominent problems faced by most urban economies.

Prerequisite: 3.21A or equivalent

Mr. Sclar

3.23 Health Economics (1/2 semester)

An overview of the economics of the health care system will be followed by analyses of the three principal problems this system faces: cost, access, and quality of care. Various public policy responses to these problems will be considered. Students will have the opportunity to apply their insights to a set of local health planning issues and certificates of need applications.

Prerequisite: 5.12 or equivalent knowledge

Mr. Sager

3.24 Introduction to Political Economy (1/2 semester)

The purpose of this course is to introduce students to the methods, tools, and literature of political economy. Political economy views the process by which a society produces and distributes its output as an interactive one between economizing behavior and the social, political, and economic power of groups within that society. For example, where economics focuses upon the marketplace behavior of individuals and groups in society, (economizing behavior), political economy examines that behavior as it interacts with the institutions of social class and political power. The course will explore the political-economic behavior of social classes, large corporations, and government as it impacts upon questions of social policy.

Prerequisite: 3.21A plus 3.21B
or Permission of Instructor.

Mr. Sclar

3.25A Labor Economics (1/2 semester)

The module begins with an analysis of the determinants of labor supply and labor demand. Then the process of wage determination at the level of the firm is considered. The distribution of labor income is the final topic.

Mr. Hausman

3.25B Labor Economics (1/2 semester)

Why unemployment is so high in the 1970's and what can be done to reduce it are two major concerns in this module. A second topic area is racial and sexual discrimination in labor markets, their nature, effects, and persistence.

Mr. Hausman

3.28 The Development and Scope of Public Intervention in the United States

The first part of this course discusses (a) the development of public intervention in the U.S. and (b) the ideology and value structure embodied in the American political culture as factors shaping and legitimizing governmental action or the lack thereof. Second part of the course, concentrating on the contemporary period, examines concentrations of power in the United States; their sources, scope, purposes, and stability. The structural aspects of the polity (constitutional checks, federalism, elections) and mass political behavior in its various manifestations are examined as they limit, by-pass, or overcome social and economic power concentrations. Third part of the course turns to more proximate factors in public policy formation--types of intervention, on whose behalf, to the exclusion of whom? The politics of social policy is here compared to that involving other interests.

The concerns and abilities of clients, consumers, professionals, providers are discussed with the aim of clarifying the allocation of resources in social policy.

Mr. Hudson

3.29 Bureaucratic Politics and Policy Implementation

The overall intent of this course is to familiarize students with theoretical and empirical material addressed to the role of bureaucracies in the formulation of social policies (both legislatively and administratively) and the manner in which policies, once formulated, are implemented at the national and sub-national level. Issues to be considered: the bureaucracy as a locus of policy initiation, innovation, and obstruction; the manner in which legislative intent is translated into administrative regulations and guidelines; the incentive system in bureaucracies as it affects goal attainment; factors responsible for the expanded role of bureaucracies and the consequences of this expanded role for democratic government. Concern with implementation centers on the environment in which implementing officials must work, the particular constraints affecting their efforts, problems in reconciling conflicting mandates, the factors which guide behavior in choosing goals and strategies, and factors affecting success or failure in realizing goals.

Mr. Hudson

3.32** Urban Politics

3.36 Theoretical Perspectives on Organizations and Administration

This course is designed to introduce the student to the sociological analysis of complex organizations. Organizations will be examined in terms of their internal structure and processes as well as their external or environmental relationships. Readings will be drawn from the variety of theoretical perspectives and empirical studies that comprise this field of inquiry, with particular emphasis on human services organizations. Students will be encouraged to develop a sensitivity to the place of organizational analysis in social planning, policy analysis, and related areas.

Mr. Morrissey

3.37 Seminar in Interorganizational Analysis

The course is a systematic review of the theoretical and analytical work related to organizational-environment relations in general and interorganizational relationships in particular. This will encompass a consideration of the similarities and differences between inter- and intra-

organizational studies, alternative units and levels of analysis, major theoretical frameworks, and key attributes of interorganizational relations. This course will then move to consider the state of the art in measurement and representation of IO phenomena and conclude with an examination of research studies employing interorganizational perspectives in the areas of social planning, community decision organizations, integrated human service delivery systems, and the interagency selection of clients in the health and welfare field.

Mr. Morrissey

3.40** Public Expenditures (1/2 semester)

3.41** Income Distribution (1/2 semester)

3.42** Social Welfare in Developing Nations (1/2 semester)

4. RESEARCH

4.04 Regression and Analysis of Variance

This course will deal with simple correlation, partial and multiple correlation, and analysis of variance from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS are required.

Prerequisite: 4.01 and 4.02
or equivalents

Ms. MacEachron

4.06 Factor Analysis and Multivariate Designs

This course will introduce the student to and give him experience with multivariate methods. It will involve the completion and report of a multivariate analysis using computer techniques. This will be worked out with the instructor and will normally be allied with the student's dissertation topic or proposed topic.

Mr. K. Jones

4.41 Dissertation Seminar

An individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisers, have selected a dissertation topic and prepared their substantive papers. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members.

Enrollment by Permission of the
Instructor only. (Not for course credit)
Mr. W. Jones

4.42 Methods of Survey Research (1/2 semester)

The theory and practice of survey research methodologies will be examined critically and their appropriateness for research in the health and welfare fields will be assessed. The course will consider both published studies and student projects in terms of the overall research design, the selection and creation of appropriate instruments, the collection and reduction of data, and the reporting and utilization of the findings. Attention will be given to the use of secondary data, the reanalysis of primary data, and the replication and extension of previous findings to new and larger populations.

Prerequisite: 4.01 and 4.02 or
Permission of Instructor.

Mr. W. Jones

4.43 Social Forecasting Methodology

Computer applications of standard (and some non-standard) data reduction procedures for surveys and questionnaires. The algorithm will proceed from contingency tables (cross-tabulations), to correlational analyses (zero-order matrices), to factor analyses (centroid, cluster, discriminate), to scaling (Cronbach alpha, SPSS-Reliability, etc.). Attention will be given the specification of typologies, the replication of standardized scales; and to the use of the results in multi-variate analyses (regression, partials, Anova, Ancova). Some newer alternative formulations to these traditional methodologies will be tested on an experimental basis.

Prerequisite: 4.06 or equivalent or
Permission of the Instructor.

Mr. K. Jones

4.60 Laboratory in Interactive Computer Analysis

A course designed to develop in the student the skills which will enable the student to use the time-sharing to program and carry out the data analysis of his research carried on in the Heller School. The course will be conducted through various exercises and a specific project designed by each individual student.

K. Jones

5. SPECIALIZED COURSES

5.12 Medical Care Delivery Systems (1/2 semester)

The purpose of this course is to familiarize students with medical care delivery in the United States today. The factors influencing health status and utilization behavior will be analyzed. The American system will be compared with that of other countries.

Ms. Klerman

5.15 Long-Term Care Policies and Planning

This course will provide an overview of the causes, prevention, prevalence, and impact of long-term handicapping conditions. Current service systems, their organization, staffing, and financing will be analyzed in terms of past public policy and present and future options. Problems which are generic to all long-term conditions will be reviewed. These include fragmentation of program funding and absence of responsibility; the search for alternatives to institutional care; coordination of medical and social services; and competing professional values and goals.

Field work on current health systems planning is optional.

Prerequisite: 3.23 and 5.12 or
equivalent knowledge.

Ms. Klerman
Mr. Sager

5.22** The Politics and Policy Processes of Aging

5.23** Economics of Aging

5.24 New Trends in Services to Children and Families

A basic course in child welfare examining the new trends in the child welfare field and policy issues administrators face in dealing with child welfare services. The course will examine current reorganization at the federal level and its significance to services to children and families; the child welfare system in the United States; and the roles of a variety of health, welfare, education, and related agencies in servicing children.

Mr. Dybwad
Ms. Klerman

5.42 Comprehensive State Planning for the Handicapped

An introduction to the realities of state planning with particular reference to new approaches aiming at comprehensive state-wide planning for services to handicapped citizens.

Mr. Dybwad
Ms. MacEachron

5.71 Social Aspects of Mental Health and Illness

This course is designed for students interested in a survey of the basic issues currently salient among the mental health professions. The issues will be examined from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing and paraprofessionals). They will be addressed with respect to their implications for social policy.

Dr. Spiegel

5.72 Community Mental Health

This course attempts to identify, describe and classify concepts which collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches will be analyzed.

Mr. Scott

5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course will trace the interrelationship of these changes to the evolving concept of a human services system in state government.

Mr. Dybwad

Ms. MacEachron

5.75 Application of Social Theory to Alcohol Use

The seminar is organized around a review of social science explanations of alcohol use and their relationships to existing social policies in alcohol. The seminar is especially tailored to meet the needs of participating students.

Mr. Kurtz

5.76 Seminar in Alcohol Research

The purpose of this course is to analyze classic studies and current research articles that focus on alcohol use and abuse. Some of the issues to be addressed include the value of the research question, the relevancy of the theoretical models to the research problem, the adequacy of the methodological approach, and the impact of the research findings on present knowledge of alcohol use and abuse.

Mr. Kurtz

COURSE OFFERINGS
1977-78

MASTERS PROGRAM

REQUIRED

- 2.50* Financial Management in Nonprofit Organizations
An examination of the basic issues involved in the management of funds in nonprofit organizations, both governmental and private. The course will attempt to give students a basic understanding of the purpose and function of various forms of financial record-keeping.
Ms. Herzlinger
- 2.51* Management Control in Nonprofit Organizations
The goal of the course is to prepare students to exercise internal management control over an organization. It will examine financial and programmatic types of controls; the unique problems that face managers of nonprofit organizations; the use of accounting systems to establish control over an organization.
Mr. Spero
- 2.52* Problems in Public Management
This course will examine a variety of problems involved in the management of public agencies; an examination of various organizational and environmental factors which affect management; management techniques and administrative devices to assist in managing large organizations; the role of community groups. Much of the course will be devoted to a study of actual cases.
Mr. Chase
- 2.53 Organizational Behavior
An examination of the way organizations behave; a review of the literature and research studies in the field; organizational change and how it is brought about; the influence of organization on program administration.
Ms. MacEachron

*Specifically designed as Management Courses.

3.50 Decision Theory and the Economics of Information

An introduction to decision analysis, the use of information in decision making; group decisions; the use and place of information in large organizations.

Mr. Friedman

5.50 Analysis of Trends in Human Service Delivery Systems

A systematic examination of service delivery systems in the human services; changing patterns in service delivery; obstacles and roadblocks to improved service delivery; integration of service systems; examination of specific programs, services, and issues in the field.

Mr. Dybwad

OTHER

2.54* Personnel Management and Labor Relations

A review of the issues, problems, theories, and functions involved in the personnel management of public agencies; the characteristics of collective bargaining and labor relations in the public sector.

Mr. Lipsky

2.55* Introduction to Information Systems

The objective of the course is to develop an understanding of the impact, technology, management, and potential uses of computer resources within an organization; the importance of management involvement; management control techniques; planning the use of computer resources, and the development of an informed general management perspective towards computer-based systems.

Mr. Gilbertson

3.51 Techniques of Administrative Reform

A review of practices in bringing about administrative reform in governmental organizations; an analysis of factors hindering effective administrative reform and methods of effectuating organizational change.

Mr. Kramer

3.52** Principles of Informal Education

* Specifically designated as Management Courses.

** Not offered in 1977-78

4.50 Social Program Evaluation

An examination of social interventions, the role and function of evaluation studies, evaluation design, special problems in assessing programs, the potentialities and limits of evaluation studies.

Mr. Wallack

5.51 Social Welfare Institutions in the American Community (1/2 semester)

An examination of the typical welfare institution, services, programs and agencies found in the typical American city. A model city entitled Median City, USA, will be constructed involving a population of 200,000. The course will examine the human services found in this city.

Mr. Schottland

5.52 Legal Aspects of Human Services Administration

The course is designed to give students some understanding of the role of law in our society as the fundamental expression of social policy and to acquaint students with the growing trend of court decisions which impinge on day-to-day administration of public welfare services. The course will examine the legislative, administrative, and judicial processes; illustrative judicial decisions affecting administrators in the field of public human services.

Mr. Schottland

Courses in the Ph.D. program from which Masters students must select at least 3:

HEALTH

- 2.05 Urban Planning and Social Policy (MIT 11.55)
- 3.23 Health Economics (1/2 semester)
- 5.12 Medical Care Delivery Systems (1/2 semester)
- 5.15 Long Term Care Policies and Planning
- 5.71 Social Aspects of Mental Health and Illness
- 5.72 Community Mental Health

GERONTOLOGY

- 5.22* The Politics and Policy Processes of Aging
- 5.23* Economics of Aging

INCOME MAINTENANCE

- 1.06* Income Maintenance Programs and Policies
- 3.15* Taxation (1/2 semester)
- 3.25A&B Labor Economics (two half semesters)
- 3.40* Public Expenditures (1/2 semester)

DEVELOPMENTAL DISABILITIES

- 5.42 Comprehensive State Planning for the Handicapped
- 5.73 Introduction to Mental Retardation: Mental Retardation and the Human Services Network

CHILD WELFARE & FAMILY STUDIES

- 1.30 Child Welfare and the Law (1/2 semester)
- 2.20 Policy/Family Interactions
- 2.21A&B Family Life and Social Policies
- 5.24 New Trends in Services to Children and Families

ALCOHOLISM

- 5.75 Application of Social Theory to Alcohol Use
- 5.76 Seminar in Alcohol Research

OTHER

- 2.16 Models for Organizing Social Service Delivery Systems

*Not offered in 1977-78

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The Board of Overseers of the Florence Heller Graduate School for Advanced Studies in Social Welfare is appointed by the President of the University. The Board is a small working group of distinguished members of the local and national community who meet regularly to review the programs of the School and its needs. They serve in an advisory capacity, helping to guide the School and the University in the development of the program.

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Henry Cutter M.A., Ph.D., Boston University	Adjunct Associate Professor
Gunnar Dybwad** J.D., University of Halle, Germany; Certificate, New York School of Social Work	Professor Emeritus of Human Development
James Fozard M.A., San Diego State University Ph.D., Lehigh University	Adjunct Professor
Barry L. Friedman** A.B., University of Chicago Ph.D., Massachusetts Institute of Technology	Lecturer with the rank of Assistant Professor
Janet Giele M.A., Ph.D., Radcliffe College	Lecturer with the rank of Associate Professor
David G. Gil M.S.W., D.S.W., University of Pennsylvania	Professor of Social Policy
Robert G. Gilbertson* M.B.A., University of Chicago Ph.D., Stanford University	Adjunct Lecturer
Arnold Gurin** M.S.S.W., Columbia University, New School of Social Work; Ph.D., University of Michigan (On the Hexter Chair in American Philanthropy)	Professor of Social Administration

* Special Faculty Teaching in the Masters Program

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***On Sabbatical: 1977-78

Leonard J. Hausman** M.A., Ph.D., University of Wisconsin	Associate Professor of Social Research
Robert Hudson B.A., Washington and Lee University Ph.D., University of North Carolina	Assistant Professor of Politics and Social Welfare
Kenneth J. Jones M.A., Ed.D., Harvard University (On the Stein Chair in Human Rehabilitation)	Professor of Social Research
Wyatt C. Jones** B.D., Vanderbilt University Ph.D., New York University	Professor of Social Research
Lorraine V. Klerman M.P.H., Dr. P.H., Harvard University School of Public Health	Associate Professor of Public Health
Albert Kramer* A.B., L.L.B., Boston University	Adjunct Lecturer
Norman R. Kurtz B.D., Wartburg Seminary Ph.D., University of Colorado	Associate Professor of Social Research
David Lipsky* B.S., Cornell University Ph.D., Massachusetts Institute of Technology	Adjunct Lecturer
Ann MacEachron** M.S.W., University of Pittsburgh, School of Social Work; Ph.D., Cornell University	Assistant Professor
Robert Morris** M.Sc., Western Reserve University, School of Applied Social Sciences; D.S.W., Columbia University (On the Kirstein Chair in Social Planning)	Professor of Social Planning
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James H. Schulz B.A., Miami of Ohio Ph.D., Yale University	Professor of Welfare Economics
John F. Scott M.S.S.W., Boston University, School of Social Work; Ph.D., Brandeis University, Heller Graduate School	Adjunct Associate Professor of Social Research
Elliott Sclar M.A., Ph.D., Tufts University	Assistant Professor of Urban Political Economy
Violet M. Sieder M.A., University of Chicago, School of Social Service Administration Ph.D., Brandeis University, Heller Graduate School	Professor Emerita of Community Organization
Leslie Spero* M.B.A., Washington University Ph.D., Harvard University	Adjunct Lecturer
John P. Spiegel M.D., Northwestern University Graduate, Chicago Institute for Psychoanalysis	Professor of Social Psychiat
Stanley Wallack* B.A., Antioch College Ph.D., Washington University	Adjunct Lecturer
Roland Warren B.S., New York University Ph.D., Heidelberg University, Germany (On the Morse Chair in Urban Studies)	Professor of Urban Studies

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